

Teacher(s): Johnson

Subject: World History

Week of: April 2 – 6, 2018

Week: 31

| DAY | PRE-PLANNING | AGENDA | INSTRUCTIONAL STRATEGIES | ASSESSMENT |
|------|---|---|--|--|
| Mon | Standard(s): SSWH 14 Analyze the Age of Revolutions a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great | Do Now: Guided Instruction (<i>We do</i>)- What nation did Louis XIV rule? Opening: Focused Instruction (<i>I do</i>)- introduce new WH 14 and element a, note that this is to be a remediated quiz and explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- takes notes during opening | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input checked="" type="checkbox"/> Mind Map <ul style="list-style-type: none"> • Double Bubble <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other | Formative: Teacher Observation Q&A Mind Map |
| | Purpose: To provide the students an opportunity to compare and contrast the reigns of Louis XIV and Tsar Peter the Great through the use of a Double Bubble Mind Map | Collaborative Learning (<i>You do together</i>)- complete a double bubble map comparing and contrasting the reigns of Louie XIV and Tsar Peter the Great Closing: Guided Instruction (<i>We do</i>)- Which nation did Tsar Peter the Great rule? Home Learning: | | Summative: |
| Tues | Standard(s): SSWH 14 Analyze the Age of Revolutions b. Identify the causes and results of the revolutions in England (1689), US (1776), France (1789), Haiti (1791) and Latin America (1808-1825) | Do Now: Guided Instruction (<i>We do</i>)- Which revolution took place first – US or France? Opening: Focused Instruction (<i>I do</i>)- introduce element b and explain work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete the Three Revolutions printed worksheet (USA Test Prep) Collaborative Learning (<i>You do together</i>)- Complete, if time allows, WH 14b Graphic organizer Closing: Guided Instruction (<i>We do</i>)- Which revolutions lasted from 1808 to 1825? Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • Cell phones authorized • Graphic organizer worksheet | Formative: Teacher Observation Q&A 3 Revolutions worksheet WH 14b graphic organizer |
| | Purpose: To provide the students an opportunity to identify causes and results from several revolutions through a worksheet and a graphic organizer | | | Summative: |
| Weds | Standard(s): SSWH 14 Analyze the Age of Revolutions b. Identify the causes and results of the revolutions in England (1689), US (1776), France (1789), Haiti (1791) and Latin America (1808-1825) | Do Now: Guided Instruction (<i>We do</i>)- Which revolution began as a slave revolt? Opening: Focused Instruction (<i>I do</i>)- review work from Tuesday and explain work session for today; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- complete WH 14b Graphic Organizer if not completed Tuesday Independent Learning (<i>You do alone</i>)- Complete the French Revolution printed worksheet (USA Test Prep) Closing: Guided Instruction (<i>We do</i>)- What was a secret to Napoleon's success on the battlefield? Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • Cell phones authorized • Graphic organizer worksheet | Formative: Teacher Observation Q&A WH 14b graphic organizer French Revolution worksheet |
| | Purpose: To provide the students a further opportunity to identify the causes and results from several revolutions through a work sheet and graphic organizer | | | Summative: |

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| Thurs | Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. | Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 126) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning: | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 | Formative: Teacher Observation Q&A Achieve results |
| | Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment. | | | Summative: |
| Fri | Standard(s): SSWH 14 Analyze the Age of Revolutions c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe. | <div style="text-align: right;">SUBSTITUTE</div> Do Now: Guided Instruction (<i>We do</i>)- Get a textbook as backup Opening: Focused Instruction (<i>I do</i>)- substitute explains work session requirement and reminds students of the quiz on Monday Work Session: Independent Learning (<i>You do alone</i>)- Complete WH 14c graphic organizer OR Collaborative Learning (<i>You do together</i>)- Complete WH 14c graphic organizer Closing: Guided Instruction (<i>We do</i>)- Return textbook to stacks Home Learning: study for WH 14 quiz | <input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> WH 14c Graphic Organizer | Formative: Teacher Observation Q&A WH 14c graphic organizer |
| | Purpose: To provide the students with an opportunity to complete a graphic organizer that will explain all pieces to the element | | | Summative: |